



Montana Office of Public Instruction
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www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies

Grade 3 - Topic 7 - Montana Tribes and Leaders

Stage 1 - Desired Results

Established Goals:

- Identify at least 3-5 American Indian tribes who live close to your school or town. (GLE 3.2.3)
- Recognize local government, and one tribal government, and identify some leaders of each. (GLE 3.2.3)
- Identify major responsibilities of local and tribal governments. (GLE 3.2.4)

Understandings:

- Everyone has a culture. It helps to shape how we see the world, ourselves, and others. (GLE 3.2.1)
- Each reservation has a government which takes care of the business for the reservation. (GLE 3.2.3, 4)
- Our (town, county, city—use the one closest to your situation) has a government which takes care of the government business for citizens. (GLE 3.2.3, 4)
- All governments have leaders; it is important to know about these leaders. (GLE 3.2.3,4)

Essential Questions:

- What are governments?
- What are some things governments do?
- How do governments help us?
- Why are governments needed?
- How are respect, responsibility, and government connected?
- What types of citizenship are expected of each person?
- What characteristics do people need to be a leader?
- Why is it important to understand reservation governments? How are they like local government? How are they different?
- How does my culture shape me? How does it shape local government?

Students will know...

- Major responsibilities of local and tribal governments.

Students will be able to...

- Tell what they have learned about Montana's government.
- Tell about their local area (or town) government.
- Tell about one MT reservation government.
- Tell why governments are shaped by what people need.
- Tell how to be a good citizen.

Stage 2 - Assessment Evidence

Performance Tasks:

- Take an active part in the activity (below), making their own tree.
- Tell what they have learned about tribal government, and state or local government. This could be on an assessment, although each student should journal or write a paragraph about tribal government and local government (these could be their notes, or if used as a graded assignment, could be saved to be used as notes in the student's notebook.)

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussion and keep it on track.
- E= Teachers guide the activities carefully (SEE BELOW).
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their efforts, based on their understandings.
- E= Students write or tell their definitions of governments, and relate what they have learned about things governments do for their people. This should include local or state government, and the things learned about one MT tribal government.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete the activities in 2 class periods (about 25-30 minutes each); this should keep student engagement and learning high.



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- **REALITY GRADE THREE**

- Use this activity to introduce new vocabulary concepts for this lesson and reinforce classroom and school rules, school leadership, school groups, respect, and responsibility.
- Begin the lesson with a hierarchy chart; (use an upside down conifer/pine tree to make the activity fun and provide a “hook” to students, start with roots proceeding through activity to trunk, branches and needles to create a healthy upside down tree (school): Principal and leadership team/teachers, school policies, groups within school communities, school wide activities (ie: leadership, students, support staff, parents, activity groups, day care, etc.)
- Note that respect and responsibility provide the nutrients that allow the tree to survive, grow, stay healthy, and so forth.
- Tie each level with vocabulary concepts of this lesson, government, leaders, responsibility, respect, government groups. This is also an opportunity to tie this concept to school—a healthy, safe place to live and learn.
- Closure: Each student demonstrates understanding by creating their own upside down tree, using construction paper, paint, or crayons. Label each part of their picture with vocabulary concept words from this lesson.

Vocabulary:

- government, leaders, responsibility, citizen, respect, governor, mayor (use the term for the local government leader), Tribal Council.

Teacher Resources:

- Integrate this lesson with the third grade social studies unit on government so students know that governments are alike and have functions that are alike in many ways.
- *OPI, Connecting Cultures & Classrooms K-12 Curriculum Guide* (see the Sandra Fox resource book in your library).
- Additional Teacher Resources:
 - a. *Montana Indians: Their History and Location*
 - b. *Indians 101*